

Literacy Links

Volume VI, Issue 4

November 2005

Coming Events:

- ELA Standards Support Professional Development November 17, 2005
- English I Curriculum Resource Follow Up November 21, 2005
- ELA Standards Support Professional Development December 7, 2005
- ELA Best Practice Seminar Series, Nancy Akhavan December 8, 2005
- South Carolina Literacy Conference December 12-13, 2005

For information about these programs, please refer to the articles in this issue of *Literacy Links*. This issue and past issues of *Literacy Links* can be found on the State Department's web page at www.myschools.com.

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The Only Thing Certain is Change Itself

As many of you know, the former Deputy Superintendent for the Division of Curriculum Services and Assessment, Dr. Sandy Lindsay, left the State Department in December 2004, to take a position at the University of South Carolina. In light of that move, Cindy Saylor, who had previously been the Director for the Office of Curriculum and Standards, is now the Deputy Superintendent for the Division of Curriculum Services and Assessment.

Dr. Helena Tillar, who most recently worked in Orangeburg Consolidated School District 5 as the Assistant Superintendent for Curriculum, Instruction, and Assessment, is now the new Director for the Office of Curriculum and Standards. She has also taught kindergarten through grade 12 and served as an administrator at the middle and high school levels. We welcome Helena to our office and are excited about continuing and expanding the work we are doing in English language arts.

Suzette Lee has also accepted a new position at the Department as the Director of the Office of High

School Redesign. Suzette will have an opportunity to use her many talents to support and implement initiatives in this area.

During this transition period, Cathy Jones and Pam Wills will serve as interim co-coordinators for the ELA team. Cathy will be responsible for overseeing and supporting ELA standards implementation and other ELA services and Pam will oversee and support South Carolina Reading First and the South Carolina Reading Initiatives.

A few shifts have also been made in support staff assignments. Pat Lail and Sue Ondera will continue to support Pam Wills, Pat Branham, Bev Collom, and Pam Huxford. Gail Tyndale will support Cathy Jones and Sonya Green will support Caroline Savage. Debbie Tison will support Allison Norwood.

The ELA team appreciates your support of the ELA initiatives we are working to implement. Please do not hesitate to call upon any of us if we can assist you in any way.

Suzette Lee Embarks on New Journey

In her State of South Carolina High School Redesign Commission address to school administrators on June 22, 2005, the State Superintendent identified ACT/SAT improvement and high school redesign as two of the challenges facing educators this school year.

While acknowledging the state's significant improvement in ACT/SAT scores over the past five years, Inez pointed out that our state still ranks at the bottom on ACT/SAT achievement. For this reason, she is committed to launching an "all-out effort" to move South Carolina up the ACT/SAT ladder.

In addition, she noted a need to prepare our high school students better for college, work, and citizenship. To this end, in January she formed the South Carolina

High School Redesign Commission to make recommendations for high school design changes that will foster a more rigorous and relevant curriculum and relationships that will enable high school students to enter college and/or the workforce better prepared.

In an effort to meet these challenges, Inez formed a new office at the State Department of Education, the Office of High School Redesign and ACT/SAT Improvement and selected me as its director effective October 2, 2005.

While I am excited about the opportunity to help move our state forward in these two areas, I am saddened to leave the Office of Curriculum and Standards, where I have served as the coordinator of the K-12 English language arts

services and the South Carolina Reading Initiative since 1999. Together, we have made a difference in the literacy lives of educators and students. I am confident that the good work we have begun will continue under the leadership of an extremely competent and hard-working ELA team.

I wish you well as you continue the pursuit of creating a culture of literacy in South Carolina and look forward to working with many of you in my new role.

Continuity gives us roots; change gives us branches, letting us stretch and grow and reach new heights.

Pauline R. Kezer

Suzette

ELA Best Practice Seminars Keep Going...And Going

Each year the English language arts (ELA) team in the Office of Curriculum and Standards at the State Department of Education (SDE), in conjunction with the South Carolina International Reading Association, hosts a series of ELA best practice seminars in the Columbia area.

Thus far, hundreds of teachers have learned from experts such as Cathy Toll, Patrick Allen, and Cris Tovani. This week more will learn about media literacy from South Carolina's Frank Baker.

With the \$50 registration fee, participants

receive a professional book of the speaker's choosing, lunch, and other materials. The professional book allows the participant to extend the learning from the day of the seminar.

Session, date, or location changes are indicated in green on the chart.

A registration form with session information is attached to this newsletter. Please use this form to register for any remaining sessions and note that you may register for multiple sessions on the same form, but be aware of the registration deadlines listed.

For questions regarding registration, contact Judy Redman at jredman@comporium.net. For topic or presenter questions, contact Cathy Jones at cjones@sde.state.sc.us or 803-734-0790.

In the event of inclement weather in the Columbia area, call 803-734-0790 after 6:00 p.m. the day prior to the session for cancellation information.

Directions for session locations are posted on the SDE website.

Date	Presenter	Audience	Topic	Location
December 8, 2005	Nancy Akhavan	Elementary	How To Align Literacy Instruction, Assessment, and Standards	Ramada Plaza Hotel, Two Notch Road
January 12, 2006	Ellin Keene	All	The Intricacies of the Mind: Teaching Reading Comprehension	Columbia Conference Center
January 30, 2006	Mike Ford	Elementary	Where Have All the Bluebirds Gone? Flexible Grouping	Columbia Conference Center
February 2, 2006	Barry Lane	Middle/High	Voice Lessons in Non-Fiction Writing	Columbia Conference Center
February 14, 2006	Bruce Morgan	Elementary/Middle	Writing Through the 'Tween Years	Columbia Conference Center
March 2, 2006	Chryse Hutchins	Elementary	Seven Keys to Comprehension	Seawell's
March 6, 2006	Jim Trelease	All	Reading Aloud	Columbia Conference Center
March 20, 2006	Lester Laminack	All	Children's Literature	Columbia Conference Center
March 21, 2006	Lester Laminack	Elementary/Middle	Writing Workshop and Author's Craft	Columbia Conference Center
April 4, 2006	Barbara King-Shaver	Middle/High	When Text Meets Text—Helping High School Readers Make Connections in Literature	Columbia Conference Center

Professional Development Supports ELA Standards

Professional development on the use of the support documents developed for the English language arts curriculum standards will be offered for school teams on November 17 and December 7, 2005, with follow-up sessions offered during the spring of 2006.

It is strongly encouraged that schools form a team structure consisting of an administrator, a teacher representing each of the grade bands at the applicable level, and a media specialist or special educator.

A registration form for these sessions is

attached. School teams should select a date in the fall and a date in the spring they wish to attend the sessions. The school team should attend each session together. It will be the school team's responsibility to share the session information with the other teachers and administrators at the school level. District office personnel should attend sessions with a school team from their district.

You do not need to register for these sessions if your school is involved in the South Carolina Reading Initiative (SCRI K-5 Phases 1, 2, and 3; SCRI-

MG Phases 1 and 2; and SCRI-HS), SC Reading First, or SC READS. Another session will be held for these groups.

If you have questions regarding the support documents or the accompanying professional development plan, please contact Cathy Jones at 803-734-0790 or cjones@sde.state.sc.us. For registration questions, contact Judy Redman at jredman@comporium.net.

Follow Up Sessions Offered for English 1 Resource

The ELA team at the State Department of Education is offering four follow up sessions for the English 1 curriculum resource. These sessions are open only to teachers who attended one of the original English 1 unveiling institutes in either June or October of 2004.

Dr. Janet Allen will return to lead these day-long sessions. All sessions will begin at 9:30 a.m. and conclude at 3:30 p.m. Lunch will be provided.

The first session will present the last of the eight modules in the English 1 curriculum resource on November 21, 2005. This new module, *What's So Funny?*, is a module on humor. The core text for this module is Christopher Paul Curtis' *Bucking the Sarge*, with connections to Shakespeare's *A Midsummer Night's Dream*.

While humor may not be at the top of most teachers' lists, the English 1 pilot teachers believed that humor is what's missing from much of the literature read in English 1 classes. Another way this module is different from the previous modules is because the culminating assignment is more project oriented, and the students select the assignment they wish to complete.

The remaining three sessions for English 1 teachers will re-visit the existing modules. Because changes in content and organization have been made as teachers have used the resources, these modules have changed since the original unveiling. An agenda has not yet been developed, but each follow up session will address one or two modules and will provide the participants with the updated information.

These follow-up sessions will be January 17, March 3, and April 18, 2006. All sessions will be held at the Columbia Conference Center. There is no charge for this English 1 professional development. Registration information is attached to this newsletter.

Information will follow about a new institute to be presented June 5-8, 2006. The new institute is for both English 1 and English 2 teachers and administrators will be held at Brookland-Cayce High School.

For information about these resources, contact Allison Norwood at 803-734-2469 or anorwood@sde.state.sc.us. For registration information, contact Judy Redman @jredman@comporium.net.

SC MAPS Schedules Courses for 2006

SC MAPS is an integrated hands-on science, social studies, mathematics, and language arts program that correlates well to the South Carolina State Academic Standards. Using large aerial photography and topographic maps of the state, students can learn those fundamental skills while learning about the state in which they live. The workshops are conducted according to the standards for high quality, continuous professional development for teachers. Workshops and on-site courses are customized to meet the needs of the district.

Visit the SC MAPS webpage at <http://www.clemson.edu/scmaps> to view flyers and download registration forms for all events. The cost for graduate courses is \$150.

Spring 2006 Events

SC MAPS On-Site Courses: Listed as GEOL 790/BIOSC 730 (3 credits)
Courses are customized to meet group needs using the SC MAPS curriculum.
Greenville University Center Course, starting January 2006.

SC MAPS Distance Learning: Listed as GEOL 790 (3 credits)

Starting January 2006. Minimum groups of four are required to hold a course in your area. Courses are conducted on-site with a master teacher to assist. Topics include regional studies of the state as well as thematic concepts such as environmental issues and cultures and traditions.

Anderson and Colleton counties are currently scheduled and space for additional groups is still available.

Summer 2006

Discover Carolina: From the Mountains to the Sea: Listed as GEOL 790/BIOSC 730/ GEOG 710 (3 credits)

July 2006. Journey through the state of South Carolina during this two week long course visiting state parks and historic sites along the way. This course combines the history of South Carolina with the environment of our state using materials from SC MAPS and SC LIFE as well as additional materials from the State Park Service. Some field trips require easy to moderate walking.

Dear Literacy Professional,

To help students affected by the recent hurricanes in the Southern Gulf States, Wilbooks has set up a Hurricane Relief Book Drive. This book drive allows you to donate books to students whose schools have been affected by hurricanes Katrina and Rita. For every book purchased for these students at \$1.50, Wilbooks will donate an additional book to this great cause. Wilbooks will pay the shipping and handling for both books. Books will be shipped directly to the affected students.

For more information on this program, go to www.wilbooks.com

State Conferences Meet a Variety of Needs for Teachers

South Carolina Literacy Conference

The South Carolina Literacy Conference will be held at Charleston Place Hotel in Charleston, South Carolina, December 12-13, 2005. This year's theme is *Inquiry into Literacy: What Readers and Writers Need*.

Conference participants include Reading Recovery teachers and teacher leaders, SCRI and SC Reading First literacy coaches, administrators, and classroom teachers.

Featured speakers for this conference are Ralph Fletcher, Cris Tovani, Tim Rasinski, and Peter Johnston.

This conference is sponsored by South Carolina Reading Recovery, the South Carolina Reading Initiative, and South Carolina Reading First. A link to the conference registration is available on the ELA page at www.myscschools.com.

Contact Pam Huxford at 803-734-8825 or phuxford@sde.state.sc.us if you have questions.

SCCTE at The Beach

This year's SC Council of Teachers of English annual conference is January 26-28, 2006, at Kiawah Island Resort.

The conference, *SCCTE at the Beach: Reflecting on Our Practice*, brings authors such as Lester Laminack, Cassandra King, and Mary Alice Monroe, to South Carolina's shore. Newly elected NCTE Vice President Kathleen Yancey will also make a keynote presentation.

For more information, contact Rebecca Kaminski, SCCTE Conference Director, at 864-250-6712 or krebcecc@clermson.edu.

SCIRA 2006 Conference

The 31st annual SCIRA conference, *Chasing Knowledge through the Pages of a Book*, will be held at the Myrtle Beach Convention Center February 16-18, 2006.

The conference will kick off with a variety of preconference sessions. Option 1 allows participants to attend one of two all

day sessions: an ELA Best Practice Seminar led by Barbara King Shaver or an SDE session on ACT/SAT Improvement. Option 2 offers a selection of afternoon sessions for all grade levels.

Carmen Deedy will open the conference Thursday evening with her keynote presentation. During the conference, participants can hear Kylene Beers, E.B. Lewis, Sharon D. Wyeth, Shelley Harwayne, Tim Rasinski, and Sneed Collard, in addition to the various break out sessions offered.

For registration information, visit www.scira.org.

SCMSA 2006 Conference

The SC Middle School Association's annual conference for 2006 will be March 3-5, at the Myrtle Beach Convention Center.

For more information, visit www.scmsa.org.

Middle Schools to Adopt ELA Instructional Materials

New English language arts (ELA) instructional materials are being considered for adoption in grades six through eight. The State Department of Education (SDE) has been working for several years to promote the teaching of English language arts in an integrated way.

The call sent to publishers for the new instructional materials follows.

Publishers/vendors should bid integrated language arts programs that are based on the descriptive goal state-ments as outlined under each strand of the 2002 South Carolina English Language Arts Curriculum Standards. An integrated language arts program should incorporate an integrated approach to the teaching of reading, writing, spelling, vocabulary, grammar, communication, and research in context, as well as connections to the standards. These programs must include a range of texts to support and extend direct instruction that would occur using the textbook.

Texts should meet the following needs:

1. **Range of readability (word level, conceptual level, structural support and coherence levels) for three broad levels: emerging readers, competent readers, and advanced readers**
2. **Range of text types (fiction, nonfiction, drama, short stories, poetry, informational, etc.)**
3. **Multiple copies of texts for a variety of classroom**

structures (literature circles, paired reading, guided reading, independent reading, and research)

4. **Thematic connections (extending major themes highlighted in the textbook)**

Texts should include a minimum of twenty titles in multiples of six for each classroom.

The ELA instructional materials review panel reviewed the submissions the SDE received from seven publishing companies. In September, the panel convened and voted on the publishers which met the call for integrated textbooks with a range of support texts to extend and enrich instruction. The following publishers were recommended: **Holt, Rhinehart, Winston; Prentice Hall; McDougal Littell; and EMC Paradigm.**

Approved materials will be presented to districts during the instructional materials caravan in January 2006 for district adoption and will be submitted to the State Board of Education for approval on December 14, 2005.

If you have any questions concerning middle grades ELA instructional materials, please contact Caroline Savage at 803-734-4770 or csavage@sde.state.sc.us.

Making Media Literacy a Part of the ELA Classroom

By Frank Baker
Media Educator

Media Literacy in Press

What's News? (Educational Leadership, October 2005), examines one school's use of the news to improve student reading comprehension and critical thinking skills.

Media Literacy: One of the 21st Century Skills Your Students Need (Palmettos Administrator, Fall 2005), challenges administrators to think about the important role of media literacy in the classroom. This article is posted at <http://medialit.med.sc.edu/scasamedia.htm>.

I stumbled across the article *Literacy: More Than Just Words on a Page*, in the Calgary Herald in late September. The reporter follows one teacher who has helped her students understand that literacy includes media and technology. The article can be found at http://medialit.med.sc.edu/literacy_more_than_words_on_paper.htm.

New Recommended Books

New Literacies In Action: Teaching and Learning in Multiple Media (Teachers College Press), <http://www.ncte.org/pubs/books/selects/high/121508.htm>.

Linking Literacy and Popular Culture, Finding connections for Lifelong Learning (Christopher-Gordon Publishers), <http://www.christopher-gordon.com/Authors/morrell.shtml>.

Rock'n'Write

Students listen to songs by popular artists, read and interpret the lyrics, and then respond by writing for the "Song Idea Challenge." They can choose to write a song lyric, a commercial jingle, or a brief essay expressing a song idea inspired by Rock'n'Write.

Teachers submit entries for awards at www.rocknwrite.com

Good Night and Good Luck: Film Recalls Early Days of Broadcast Journalism

By now you've heard of the new film (produced by actor George Clooney), "Good Night and Good Luck," which recalls Edward R. Murrow's 1954 on-air

challenge of communist witch hunter Senator Joe McCarthy. Your students may not know who these men are, so viewing the film and talking about the early 1950s in American history is appropriate for classroom discussion.

This new web page is designed to help teachers and students: http://medialit.med.sc.edu/murrow_film.htm

New Resource Helps Build Information Literacy

(reprinted from E-School News)

Teachers and library media specialists searching for new and innovative ways to educate their students about effective research practices now have a new online tool at their disposal: SOS (Situations, Outcomes, Strategies) for Information Literacy. Launched October 7, at the American Association of School Librarians (AASL) conference, this Syracuse University program—made public now for the first time—is a free multimedia resource for K-8 teachers and media specialists who want their students to learn more and become excited about research.

Details are at <http://www.eschoolnews.com/news/showStoryts.cfm?ArticleID=5906>.

I Want That! Buy Me That Toy! Perfect Time to For Media Literacy

Now that television is bombarding the airwaves with commercials for toys, consider recording these spots for use in a media literacy lesson about advertising and "techniques of persuasion." Copyright fair-use guidelines allow you to utilize these ads in instructional settings.

For more information about integrating 30 second toy commercials into the ELA classroom, see this lesson plan written for SDE: http://medialit.med.sc.edu/buy_me_that_lesson_revised.htm.

Media Group Recognizes 2005 Bad Ad Winners

The New Mexico Media Literacy Project recognized Max Africk of Newman School in New Orleans, LA, and Sarah Haynes of Buford Middle School in Charleston, SC, as the winners in the 9th-12th and 6th-8th grade divisions, respectively. It was the second time in three years that Newman

School teacher Ann Sayas has sponsored a winning student. Buford Middle school has been represented as a Bad Ad winner or honorable mention recipient the last three years as part of the efforts of teacher Gail Heard.

To read the winning essays and view the media examples that inspired their entries, please visit the N M M L P website at www.nmmlp.org.

New Series of Books: Influence and Persuasion

Heinemann Book publishers has just released a new series called "Influence and Persuasion" for students in grades 6-8. This series examines how emotion and prejudice are used to achieve outcomes in war and peace, in commerce and politics, in crime and charity, for good and evil.

For more information, go to <http://medialit.med.sc.edu/recbooksk12.htm>.

New Website Unveiled

In development for more than a year, the Alliance for a Media Literate America's comprehensive new site offers a whole new destination for media literacy teachers and practitioners everywhere.

At this site you'll find lesson plans, a searchable member's directory, a site-wide search engine, media literacy news and events, and comprehensive information about the DOE Media Arts project, and much more.

The site features a new area just for AMLA members, where members may post information about their work and search for information about other members. Members can also post comments, engage in online discussions, and soon sign up for an AMLA RSS feed.

To access these features, you must be an active, dues-paying member of AMLA. Go to <http://www.AMLAinfo.org> for more information.

You can contact Frank Baker at fbaker1346@aol.com or 803-254-8987 if you need more information or resources about integrating media literacy into your classroom.

Organizations Work With Students in Poetry and Writing

National Recitation Contest

The South Carolina Arts Commission is excited to announce the creation of *Poetry Out Loud: National Recitation Contest*, a program that the National Endowment for the Arts and the Poetry Foundation are partnering to bring to high school in capital regions across America this spring.

The contest has classroom winners advance to a school competition and then to a state competition. One student from each state will compete in the national finals in Washington, DC, with a chance to win a \$20,000 college scholarship, among other prizes.

The program encourages youth to learn about poetry through memorization and performance, which helps students master public speaking skills, build self-confidence, and internalize our rich literary heritage.

The schedule and curriculum for *Poetry Out Loud* have been intentionally designed to fit into a teacher's busy schedule without much disruption. The program takes place over two to three weeks, according to each teacher's interest and schedule, and

will not require full class periods during that time.

The South Carolina Arts Commission will be partnering with Split P Soup, the Cultural Council of Richland and Lexington Counties, and Poet Laureate Marjory Wentworth to make this contest available to language arts and drama teachers in Richland and Lexington County high schools. The program satisfies more than half of the NCTE English language arts standards and includes free materials and optional lesson plans for teachers.

For any questions, please contact T.J. Frost at tfrost@arts.state.sc.us or Sara June Goldstein at goldsta@arts.state.sc.us.

SC Young Writers' Conference

The South Carolina Young Writers' Conference will be held Saturday, March 25, 2006, at Ballentine Elementary School.

The conference is sponsored by the SC State Council of the International Reading Association, the SC Council of Teachers of English, the SC Association of School Li-

brarians, the SC Arts Commission, the State Department of Education, the SC Writing Project, and the SC Middle School Association.

Students have the opportunity to hear and work with at least two professional writers during the conference. Some of this year's authors include Anthony D. Fredericks, Will Hobbs, Carole Boston Weatherford, and Sam Swope. Elementary, middle, and high school student groups each follow their own schedules for the day. Each group will have an individual session with the authors to talk about their books and the craft of writing.

Public school districts in South Carolina are invited to send students to participate. The number of students eligible to attend from a district is determined by the student enrollment of the district. Approximately 400 students attend the conference.

If you have questions about the conference or would like to volunteer to help at the conference, contact Caroline Savage at csavage@sde.state.sc.us or 803-734-4770.

Donations Help Teachers With Materials

Literacy Empowerment Foundation

The Literacy Empowerment Foundation (LEF) has increased the size of the matching grants available to \$8,000 per school. A school can now order \$16,000 worth of books and pay only \$8,000. Any amount from \$100 to \$8,000 will be matched.

The Matching Book Grant Program offers Guided and Independent Reading Collections. Guided Reading Collections consist of six copies each of eighteen titles. Independent Reading Collections consist of one copy each of 108 titles. With each set of Guided and/or Independent Reading Collections purchased at the regular price, an additional set of books will be included.

Orders must be received by December 3, 2005. Information and a matching book grant order form are available at <http://www.lefbooks.org>.

Wilbooks

Wilbooks makes available to Title I schools all of its books through a special program. Wilbooks will donate one book for each book you buy at the normal price. Title I schools that order a minimum of 100 books at the regular price may select an equal quantity of books that Wilbooks will donate to their school.

The books on this special order form are free. You only pay forty-five cents per book to cover shipping, handling, and administrative costs.

Also available through Wilbooks, Bruce Larkin, the published author of over 400 early children's book, donates 20,000 books per week to kindergarten through second grade students. There is no charge for the books or the shipping and handling. Individual teachers are encouraged to apply.

For order forms and more information about the programs offered by Wilbooks, go to www.wilbooks.com.

Classroom Wishlist

Classroom Wishlist is a non-profit organization that helps teachers get supplies donated to their classrooms. Classroom Wishlist is a website that lets you publish your classroom supply needs so that community members and parents can make specific donations directly to your class.

To participate, register at www.classroomwishlist.org, build a wishlist for your classroom, and then send a flyer home with your students inviting parents and community members to make a donation for specific items.

Aside from occasional reminders to parents, that's all you have to do. Parents and other benefactors can make a tax deductible donation towards your wishlist. Classroom Wishlist buys the items and ships them directly to your school.

Examining Small Group Instruction

This article is provided by a cohort in South Carolina Reading First. The members of this cohort are Amy Donnelly (USC), Pat Branham (SDE), Regional Coaches, and literacy coaches from Aiken, Bamberg 1, Beaufort, Charleston, Colleton, Fairfield, Florence 1, Lancaster, Marion 7, Newberry, and Williamsburg counties.

Recently our cohort began reading Richard Allington's *What Really Matters for Struggling Readers, Second Edition* (2006). For many, the following quote stood out and called us to closely examine the practice called guided reading or small group instruction.

The research demonstrates that as the expertise of the teacher/tutor increases, so does the likelihood that the intervention will accelerate reading development. The research also indicates that as the size of the instructional group decreases, the likelihood of the acceleration increases. Thus, the most effective designs employ the most expert teachers and have them tutoring or working with very small (two or three) instructional groups (Allington, 152).

While reflecting on our own learning experiences, we generally agreed that our own specific learning needs were more effectively addressed within a small group. One coach reflected, "We read *Dear Willie Rudd* and used the 'I wonder' strategy to open the conversation about the book. Through an intimate conversation, the meaning of the text was expanded for all." The mention of the "I wonder" strategy propelled our thinking in the direction of our schools and classrooms. We continued by publicly celebrating what is currently happening in our classrooms in the name of small group instruction:

- children are working in small groups during center time,
- one-on-one assessment information is being gained about individual readers from tools like Dominie,
- children initially consider and learn about what readers do through whole group read aloud and shared reading, and
- some teachers have children reading, as opposed to what Allington calls doing "reading stuff" (worksheets, projects, etc.), while the teacher is working with a small group.

into groups made up of three to five individuals, we expected our insights regarding small group instruction to deepen. Smaller conversational clusters allowed us to raise thoughtful questions and think critically about teaching readers in small groups while at the same time made space to share personal connections and to hear all voices. Coaches commented, "Making space to share personal connections is not just fluff because we know that learning is an internal process fueled through personal connections and experiences;" and "If talk facilitates reading and writing, silent classrooms rob children of opportunities to learn." After about an hour of conversation, five big ideas emerged.

- Data is fine to the extent that it helps you understand why a child is doing what s/he is doing in the reading/writing process.
- To know children as readers, you have to work closely with them over time—one-on-one and in small groups.
- Approaches to working with individual children vary according to the child's needs.
- Understanding a child's needs means understanding the culture they bring to school.
- Thinking about the cues a child uses helps better understand an individual reader's needs.

Coaches began making plans to share their new insights with colleagues at their schools. In doing so, skeleton ideas were shaped into instructional processes and strategies. These ideas included naming a natural small group teaching process (Figure 1) and a small group planning sheet was shared (Figure 2) and interviewing

parents to help understand a child's home literacy while sharing what we believe matters and makes a difference (Figure 3).

Thinking about small group instruction leads to more careful analyses of the kinds of instruction that supports readers during whole group instruction and in one-on-one conversations. Thinking critically about small group instruction helped us look closely at the reading process and think about reading as processes of making predictions and paying attention to the confusing parts. One coach shared how this understanding of the reading process led to the creation of authentic and easy to create "centers" like the Say Something Center. In this center, children partner read a text and stop at pre-marked pages to make predictions and then continue reading to confirm or reread to figure out why their predictions did not match the text or to discuss the confusing parts. In order for small group instruction to become successful, children must view themselves as readers, be excited about books, and have a variety of books available to read independently.

Our grand conversation concluded by highlighting two understandings: reading is a thinking process cued by language and collecting and analyzing data helps each child's reading process become visible. These understandings will help create small group instruction that moves each reader toward fluency and proficiency. As we left our conversation, the words of Denise Evans, Newberry Elementary, inspired us to live a wide awake teaching life, "I wake up thinking not only what am I going to do today, but *why* am I going to do that. If I can't answer why, I don't do it!"

Small Group Teaching Process

Name what you are going to teach
 Demonstrate what you're planning to teach
 Ask the child to try the strategy with the teacher present
 Teacher asks for comments and names what s/he observed
 Teacher invites the children to practice on their own
 Plans are made to meet again (within several days)

As our whole group conversation broke

Figure 1

Date _____

Small Group

Child X

Child X

Child X

Names of children in this group

Plan

What will I demonstrate and help children experience during this instructional time?

Strengths**Weaknesses****Future Plans**

By Fran Senn

Figure 2

Thomasena Wright of James J. Davis Elementary in Beaufort leads small group instruction while another group works close by.



Students at W.B. Goodwin Elementary in Charleston enjoy reading *Diary of a Worm* in their own small group while the teacher works with another group.

Toni Antley at W.B. Goodwin Elementary in Charleston has her small group reading what they wrote earlier in class.

Parent Reading Survey

Number of children in the home

- a. 1-2 b. 3-4 c. 5-6

Child lives with

- a. one parent b. two parents c. grandparent d. grandparents

Person completing the survey

- a. mom b. dad c. sister d. grandparent

It is important for a child to have a personal library (his/her own books).

- a. agree b. disagree c. don't know

Reading increases a child's vocabulary.

- a. agree b. disagree c. don't know

Reading increases a child's comprehension.

- a. agree b. disagree c. don't know

Reading helps students to perform better in other subjects.

- a. agree b. disagree c. don't know

How many children's books does your child own?

- a. 0-5 b. 6-10 c. 11-15 d. 15 or more e. none

How often do you read to your child?

- a. daily b. twice a week c. weekly d. occasionally e. not at all

Do you have a library card?

- a. yes b. no

What do you read?

- a. books b. magazines c. newspaper d. nothing e. other _____

Do you enjoy reading

- a. yes b. no c. Sometimes

Many thanks for taking the time to complete this survey!

Rolanda Benbow, Kindergarten Teacher

Lou Stewart, Literacy Coach

Betty Scott, Literacy Coach

Figure 3

ENGLISH LANGUAGE
ARTS TEAM
OFFICE OF CURRICULUM
AND STANDARDS
SOUTH CAROLINA
DEPARTMENT OF
EDUCATION

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Literacy Links Volume IV

The Office of Curriculum and Standards provides statewide leadership and services to schools and districts to ensure the implementation of grade-level standards-based instruction for all students.

We accomplish this by:

- developing and revising academic standards and expanding support materials;
- promoting the use of effective evidence-based instructional practices by schools and districts; and
- facilitating the implementation of programs, projects, grants, and activities that support standards-based instruction

State Department of Education Events

November

- 1 ELA Best Practice Seminar, Columbia
- 4 ELA Best Practice Seminar, Columbia
- 6-12 Patriotism Week
- 11 Veterans Day

December

- 1-4 Blue Ribbon Schools Blue print for Excellence, Myrtle Beach
- 5-7 State Gifted Education Conference, Greenville
- 7 District Library Media Supervisors SCASA Round table and Fall Information Update for Media Specialists, Columbia
- 8 ELA Best Practice Seminar, Columbia
- 12-13 SC Literacy Conference, Charleston

January 2006

- 3 Textbook Caravan, Columbia
- 4 Textbook Caravan, Georgetown/Dorchester/Berkley
- 6 Textbook Caravan, Aiken
- 9 Textbook Caravan, Florence
- 10 Textbook Caravan, Spartanburg
- 11 Textbook Caravan, Beaufort
- 12 Textbook Caravan, Charleston
- 12 ELA Best Practice Seminar, Columbia
- 13 Textbook Caravan, Columbia
- 16 2006-2007 Planned EIA Grant Forms Released
- 17 Textbook Caravan, Greenville
- 18 Textbook Caravan, Clemson
- 19 Textbook Caravan, Rock Hill
- 23 Textbook Caravan, Horry
- 27-28 SC Council for Teachers of English Annual Conference, Kiawah Island
- 30 ELA Best Practice Seminar, Columbia

English Language Arts Team

Office of Curriculum and Standards
Division of Curriculum Services and Assessment
State Department of Education

1429 Senate Street, Columbia, SC 29201

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Bev Collom	Elementary ELA Consultant; SC Reading First	801-H	803-734-7939	bcollom@sde.state.sc.us
Pam Huxford	Elementary ELA Consultant; SC Reading Recovery® Coordinator; SC	802-A	803-734-8825	phuxford@sde.state.sc.us
Allison Norwood	Secondary ELA Consultant; Applied Academics; English 1 and 2 Curriculum Resource Projects; SCRI-HS	901-B	803-734-2469	anorwood@sde.state.sc.us
Caroline Savage	Middle Grades ELA Consultant; SCRI-MG Phases 1 and 2	802-D	803-734-4770	csavage@sde.state.sc.us
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Sue Ondera	Administrative Specialist	801	803-734-5803	sondera@sde.state.sc.us
Debbie Tison	Administrative Specialist	926	803-734-2862	dtison@sde.state.sc.us
Gail Tyndale	Administrative Specialist	803	803-734-8556	gtyndale@sde.state.sc.us

Registration Form

English Language Arts Standards Support Document

Professional Development Sessions

This professional development is intended for any teacher or administrator or team of teachers and administrators to support the understanding and implementation of support documents related to the *South Carolina English Language Arts Curriculum Standards 2002*.

Instructions: To register for these sessions, please complete this form and mail it to Judy Redman at Post Office Box 10101, Rock Hill, South Carolina 29731 or e-mail it to jredman@comporium.net. Please indicate two session(s) your team will attend by placing an X in the column beside the date(s) of the session(s). You should register your team for one session in the fall and one in the spring. The fall and spring sessions will be different. A confirmation e-mail will be sent to the team contact person. Unless you receive a confirmation, do not consider your team registered. Directions to the session locations will be posted to the State Department of Education website. **If you have any questions concerning your registration, please contact Judy Redman at jredman@comporium.net.** If you have any questions concerning the sessions, contact **Cathy Jones at 803-734-0790 or cjones@sde.state.sc.us.** **ALL SESSIONS WILL BE HELD IN COLUMBIA FROM 9:30 a.m.-3:30 p.m. Lunch will be provided.**

Please indicate with an "X", beside the SESSION column, the session(s) you wish to attend.

Session	X	Session Date	Registration Deadline	Location
Fall 1		CANCELLED		
Fall 2		November 17, 2005	November 1, 2005	Marriott, formerly the Adam's Mark Hotel
Fall 3		December 7, 2005	November 18, 2005	Clarion Town House Hotel
Spring 1		January 25, 2006	January 9, 2006	Seawell's
Spring 2		February 6, 2006	January 20, 2006	Marriott, formerly the Adam's Mark Hotel
Spring 3		March 14, 2006	February 27, 2006	The River Center at Saluda Shoals Park

Please provide the following information for the contact person for your school. It will be the contact person's responsibility to communicate session details to the other team members.

Name _____

Position _____ Grade _____

District _____ School _____

Street Address _____

City _____ State _____ Zip Code _____

Telephone (_____) _____ Fax (_____) _____

School E-mail _____

Additional team member(s):

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Registration Form

2005-06 English Language Arts Best Practice Seminars

A series of seminars highlighting best practices in the area of English language arts will be offered during the 2005-2006 school year to South Carolina K-12 educators by the English Language Arts Team in the Office of Curriculum and Standards at the State Department of Education and the South Carolina Council of the International Reading Association (SCIRA). A schedule of the sessions, dates, audiences, and locations is included with this registration form.

Please check the registration chart for the location of each session, as the locations vary. Each session will begin at 9:30 a.m. and conclude at 3:30 p.m. Lunch will be provided.

Instructions: To register for any of these seminars, please complete the form on the next page and mail it and a **check made payable to SCIRA for \$50.00 for each session for which you are registering** to Judy Redman at Post Office Box 10101, Rock Hill, South Carolina 29731. Payment is due with registration. No purchase orders will be accepted. Participation will be on a first-come with check, first-served basis. A confirmation e-mail will be sent to registrants. Unless you receive a confirmation, do not consider yourself registered. Directions to the session location are posted to the State Department of Education website at www.myschools.com.

If you have any questions concerning your registration, please contact Judy Redman at jredman@comporium.net or fax at 803-329-1952. If you have any questions concerning the seminar, contact Cathy Jones at 803-734-0790 or cjones@sde.state.sc.us.

Registration Form

2005-06 English Language Arts Best Practice Seminars

Please indicate with an "X," the session(s) you wish to attend.

X	Session	Date/Presenter	Registration Deadline	Location
	1	September 23, 2005 Cathy Toll	September 9, 2005	Embassy Suites
	1A	October 11, 2005 Patrick Allen	September 28, 2005	Columbia Conference Center
	2	October 20, 2005 Cris Tovani	September 30, 2005	Radisson Hotel and Conference Center
	3	November 1, 2005 Frank Baker	October 18, 2005	Embassy Suites
	4	November 4, 2005 Frank Baker	October 21, 2005	Leaside
	5	December 8, 2005 Nancy Akhavan	November 24, 2005	Ramada Plaza Hotel, Two Notch Road
	6	January 12, 2006 Ellin Keene	December 20, 2005	Columbia Conference Center
	6A	January 30, 2006 Mike Ford	January 16, 2006	Columbia Conference Center
	7	February 2, 2006 Barry Lane	January 19, 2006	Columbia Conference Center
	7A	February 14, 2006 Bruce Morgan	January 30, 2006	Columbia Conference Center
	8	March 2, 2006 Chryse Hutchins	February 16, 2006	Seawell's
	9	March 6, 2006 Jim Trelease	February 20, 2006	Columbia Conference Center
	10	March 20, 2006 Lester Laminack	March 6, 2006	Columbia Conference Center
	11	March 21, 2006 Lester Laminack	March 7, 2006	Columbia Conference Center
	12	April 4, 2006 Barbara King-Shaver	March 21, 2006	Columbia Conference Center

Name _____

Position _____ Grade _____

District _____ School _____

Street Address _____

City _____ State _____ Zip Code _____

Telephone (_____) _____ Fax (_____) _____

School E-mail _____

Home Street Address _____

City _____ State _____ Zip Code _____

Telephone (_____) _____ Fax(_____) _____

Home E-mail _____

Registration Form
Framing Best Practice:
English 1 Curriculum and Instruction

Four English I Curriculum Resource Follow Up Sessions

This professional development is for English 1 teachers and school and district curriculum leaders who attended one of the initial English 1 two-day sessions.

Instructions: To register for these sessions, please complete this form and mail or e-mail it to Judy Redman at Post Office Box 10101, Rock Hill, South Carolina 29731. *Please indicate the session(s) you will attend by placing an X in the column beside the date(s) of the session(s) you wish to attend.* A confirmation e-mail will be sent to registrants with directions and details for the institute. Unless you receive a confirmation, do not consider yourself registered. **If you have any questions concerning your registration, please contact Judy Redman at jredman@comporium.net. If you have any questions concerning these sessions, contact Allison Norwood at 803-734-2469 or anorwood@sde.state.sc.us.**

Registration	Session	Registration Deadline	Location
	November 21, 2005 Humor Module	November 11, 2005	Columbia Conference Center
	January 17, 2006 Revisit Modules	January 6, 2006	Columbia Conference Center
	March 3, 2006 Revisit Modules	February 17, 2006	Columbia Conference Center
	April 18, 2006 Revisit Modules	April 7, 2006	Columbia Conference Center

Name_____

Position_____

District _____ School_____

Street Address_____

City _____ State_____ Zip Code_____

Telephone (_____)_____ Fax(_____)_____

School E-mail_____

Home Street Address_____

City _____ State_____ Zip Code_____

Telephone (_____)_____ Fax(_____)_____

Home E-mail_____